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Instructional Leadership Team Development Plan

Note: This proposal is a two-year process with six modules/sessions conducted in each year of the program. All team leaders will attend Modules 1 and 2 and choose a minimum of three additional sessions per year to attend. Team leaders may attend all sessions, if the sessions meet the needs of their team and school.

Comment [dd1]:

Capacity building: *This development program will be based on a train-the-trainer model with each JCPS / SAELP team allotted two participant slots for each module.*

Length of module training: *Each session will be a one-day (6 hours) training (with the exception of SREB modules).*

Module format: *Each module will include reading materials in advance, homework, on-line project work and evidence of implementation.*

Location of module training: *Trainings will be held in various locations in Louisville depending on the registration for each module.*

Training dates: *November 29, 2006: Module 1 (M. Rutherford)*

January 10 and 11, 2007: Module 2 (P. Montgomery, SREB)

March 12, 2007: Module 3 – Mike Rutherford

May 9, 2007: Module 10 (Session 1: TBD by Harvard Schedule)

Tony Wagner

June 11, 2007: Module 4 and 10 (Richard Elmore,)

August 2007: Module 10 (Session 2: TBD by Harvard Schedule)

September 2007: Session 3: Module 5 Teaching for

Understanding (Harvard WIDE World)

November 2007: Module 5 Teaching for Understanding (Harvard

WIDE World)

January 2008: Module 5: Teaching for Understanding (Harvard

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February 2008: Module 6-7: (Session 4: Mike Rutherford))

May 2008: Module 8-9: Session 5: Mike Rutherford)

June 2008: Module 10: Joe Murphy, John Barnes, and

Newport News School District

Team Development Protocol:

Each district will provide a protocol framework to selection and procedures for the work of school leadership teams. SAELP/KyCLS staff will support this protocol by providing sessions to facilitate the design or redesign of teams. The session will be the identification of criteria for selecting team members, the selection process, and the format to conduct the work: team meetings, focus of the work, principal involvement, team approach to coaching and mentoring colleagues, and assessment of team effectiveness. Follow-up coaching and support is available as requested.

Module 1: Creating a Personal Leadership Platform

The foundational prerequisite for all leadership effectiveness is self knowledge. Leaders who first take the time to understand themselves are better able to understand others and lead them effectively.

In this session, each participant will construct a Personal Leadership Platform: A self knowledge tool that organizes a leader's personal values, mission, style, personality, and experiences into an expression of self that provides a foundation upon which leaders can build.

Module 2: Fostering a Culture of High Performance: Changing Practice by Using Data – SREB

A culture of high performance is fostered by a school-wide approach to closing gaps by identifying problems and understanding their "root cause." ILT membership attending this training will have a chance to closely examine root causes of problems and research-based solutions within the school.

This training module includes an initial two-day session to provide the conceptual framework and research, followed later in the year by two one-day follow-up sessions to support groups as they apply the concepts to their work.

Module 3: Designing and Leading Change

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One of the insightful principles from systems theory is: "Every system (school) is perfectly designed to deliver exactly the results it is now delivering." To obtain different results, a re-design of the system is necessary.

In this session participants will examine "systems of high performance" led by successful school leaders and learn about user-friendly principles for leading high-performing schools.

Module 4: Reading and Shaping School Culture
Participants in this session will:

1. Gain a clearer understanding of the nature and power of school culture by identifying, describing, and analyzing unusually powerful non-school organizational cultures.
2. Demonstrate the ability to understand, read, and assess current school or district culture by applying specific culture assessment criteria.
3. Understand the "elements" which have, over time, shaped the current school culture and design culture re-shaping strategies using these "elements of culture. "

Module 5: Leading the Core Business… Teaching and Learning
This session details the new knowledge and skills of instructional leadership as practiced by the most successful school leaders.
Participants will:

1. Understand the link between teacher craft skill and student achievement.
2. Gain skills in observing instruction, identifying effective practice, providing feedback to teachers, and designing effective development experiences for staff.
3. Be able to develop a classroom instructional framework.

Module 6: Building Shared Purpose and Coherent Effort
In this session, participants will gain understanding and develop skills in the personal and organizational application of mission, vision, goals, and core values

Module 7: Principles and Disciplines of Life Management
This session will examine principles from the fields of time management, life management, energy management, and decision making to detail the specific principles, disciplines, and strategies used by these unusually successful leaders.

Module 8: Building Communication, Persuasion, and Influencing Skills
This session examines several strategies for building shared understanding and high-performance communication within a diverse team such as:

1. The ladder of inference
2. Balancing advocacy and inquiry
3. Protocols for breaking an impasse
4. Constructive confrontation skills

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5. Gaining multiple perspectives
6. Scenario planning

Other strategies requiring advanced understanding and skillful use, but able to open the door to breakthrough results will be introduced.

Module 9: Ethics and Moral Leadership

.In this session, we will examine the leadership insights and principles that guide these most ethical and moral educational leaders. Participants will gain an understanding of the three elements of ethical leadership.

1. A standard to follow: Ethical and moral decisions require a set of standards outside of the self… a chosen set of values, beliefs, and commitments that exist above and apart from the current situation.
2. An internal compass: Since many ethical and moral decisions are made quickly and at the subconscious level, leaders must develop the "habit of ethics," an internal guidance system that operates without conscious attention.
3. The will to choose: Leaders must often slow down their thinking, surface their deepest motives, consider their chosen standards, contemplate the context/nuance of the situation, and make a conscious choice from among the alternatives of an ethical/moral dilemma.

Module 10: Research and Leadership

This module, which will actually be a series of five sessions over the two years, will be conducted by national consultants such as Richard Elmore, Ron Ferguson, Tony Wagner, Rick and Becky Dufour, and Patti Magruder, etc. who will provide the research and pedagogy for leadership team members relating to leadership, communities of practice, instructional practice and the impact on student achievement.